FAUX-FLIPPING A WORK-BASED TRAINING: LESSONS FROM PANDEMIC ADAPTATIONS

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<table>
<thead>
<tr>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Problem of Remote Training</td>
</tr>
<tr>
<td>Faux-Flipped Training Adaptations</td>
</tr>
<tr>
<td>Results</td>
</tr>
<tr>
<td>Implications for Practice and Research</td>
</tr>
</tbody>
</table>
# Community Support Services Training

## Work-Based Training

<table>
<thead>
<tr>
<th>Services to help people with Serious Mental Health Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based practices &amp; documentation</td>
</tr>
<tr>
<td>Presentation with content &amp; application (6 hour sessions)</td>
</tr>
</tbody>
</table>

Mandated for supportive housing providers

Live independently in communities of their choice

## Pandemic Closures

<table>
<thead>
<tr>
<th>Two trainings left in a 8-part series moved remote</th>
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</thead>
<tbody>
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<td>How to restructure for remote training?</td>
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<tr>
<td>• What to keep, restructure or cut?</td>
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<td>• How to present?</td>
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(Clay et al., 2016; Zazzarino et al., 2019; Zazzarino et al., 2020)
Traditional Instruction Method

Face-to-Face Learning Structure

- Lecture
- Discussion
- Activity

Lectures are long and boring

Limited time for discussion & activity

(Hamdan et al., 2013; Roberts, 2019; Wolff et al., 2015)
Training Needs

Adult learners

- Busy with multiple roles & pressures
- Need relevancy & active learning

Traditional instruction model falls short

- Lecture heavy
- Low engagement

(Silverman et al., 2015)
Flipped Instruction Method

Asynchronous pre-class content

Knowledge acquisition

Synchronous online or face-to-face time

Knowledge construction

Learning Structure

Content

Discussion

Practice and Application

(Bergmann & Sams, 2012; Hays, 2016; Smallhorn, 2017)
Video lectures are the most common

- Student preference & higher engagement
- Varies from narrated PPT to animations
- Best practice to be short & interactive (e.g., PlayPosit)

(Cabi, 2018; Garcia Vedenne, 2020; Jensen et al., 2018)
Pandemic & Flipped Learning

Pandemic 50/90 model @ Rutgers Social Work courses

50 minutes
Pre-Class Content

Knowledge Acquisition
Learning materials including video lectures, exercises and discussions

90 minute
Zoom Class

Knowledge Construction
Open format that could include review, discussion and activities
Challenges of flipped learning

Pre-class content problems
- No everyone completes
- Some students need support (technical and content)
- Quality varies

Limited research on the flipped model & adult learning

(Akçayır & Akçayır, 2021; Cabi, 2018; Xiu et al., 2018)
Flipped Adaptations in Practice

**In-class flipped**
- Rotating stations with content to access and activities
- In-class support
- Time to complete

**Faux-flipped**
- Video lectures watched a during class
- In-class support
- Time to complete

**Possibilities for adult learners**
- Time included
- Support
- Application soon after watching

(Babu, 2020; Gonzalez, 2014)
Example of Faux-Flipped Content

CSS Training Pandemic Adaptations
Selecting Content to Faux-Flip

- Identify lecture content you would like to shorten to leave more time to discuss or apply.
- If it’s moved to a video lecture, what could you replace that lecture with?
- What are potential supports or benefits?
- What could be barriers or challenges?
Faux-Flipped Results

Pre-pandemic (fall 2019)  Pandemic (fall 2020 & spring 2021)

**Completion of self-paced content**
- Faux-flipped mid-training short interactive video lectures
- 12% higher completion rate than longer out-of-training videos

**Retention to training mid-point**
- From registration to Session 4 (mid-point)
- 4% higher retention with faux-flipped adaptation

**Self-reported knowledge**
- On training content and skills post training
- 10% higher evaluation with faux-flipped adaptation

**Limitations**
- Differences in training beyond faux-flipped
- No assessment of learning
Practice Implications

Session 4

<table>
<thead>
<tr>
<th>Skills Teaching Activity</th>
<th>Teach Back Method</th>
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<tr>
<td>• Works better in-person</td>
<td>• No difference, could be presented in-person or remotely</td>
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Re-thinking Accessibility

| Enabling closed-captioning and subtitling to trainings | Ensuring materials are screen reader accessible |
Research Implications

Research learning
- Graded interactions
- Pre and post evaluations

More on flipped and faux-flipped in training
- Modifications & design
- Outcomes

Develop mid-training content
- Video lectures+
- Options beyond narrated PPTs
Conclusions

Future directions

Uses in your teaching & training

Questions
References


- Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. *International Society for Technology in Education*.


References (con’t)
